

Behaviour Policy

CROWLEES CE (C) J&I SCHOOL



Approved by: MRS K WOODS

Last reviewed on: September 2020

Next review due by: September 2021

CROWLEES CE (C) J & I SCHOOL

POSITIVE BEHAVIOUR POLICY

Introduction

At Crowlees we aim to care about and respect others in school and in the wider community. Our behaviour policy is underpinned by our shared Christian Values

The ethos of the School as a whole is an integral part of establishing and maintaining high standards of behaviour. High expectations upheld in a sympathetic atmosphere must be central to that ethos.

This policy reflects the consensus of opinion of the whole staff and has the full agreement of the governing body.

The staff at Crowlees recognise that all children are individuals and have different needs. They need support as they grow socially, physically, emotionally and intellectually. We value good behaviour and promote this by providing a positive working environment which we believe enhances a child's self image. We ensure equal opportunities for pupils in a non-threatening situation, fostering personal and social development and responsibility.

All staff support the development of personal qualities and attitudes among pupils and subscribe to the following aims: -

- To encourage pupils to co-operate with one another, with staff and with other members of the School Community.
- To develop in pupils an ability to exercise self-discipline and an acceptance of responsibility for their own actions.
- To help pupils to achieve a positive self-image and provide experiences which nurture a sense of care and responsibility towards others.
- To encourage a positive learning environment in which effective learning can take place.
- To provide an environment which fosters independent decision making by the children.
- To provide positive feedback about a child's successful experiences and allow children to experience a sense of satisfaction about their achievements by rewarding improvements.
- To encourage consistency and a feeling of common purpose among staff.
- To minimize or prevent the occurrence of confrontations in school.

GOOD BEHAVIOUR CODE

Everyone at Crowlees J & I School aims to :-

- Maintain the Christian ethos of the school.
- Treat everyone and everything with respect.
- Be positive and friendly.
- Be helpful and kind.
- To develop appropriate working habits
- Be considerate towards each other and take a pride in our School.

Staff at Crowlees J & I School encourage pupils to achieve these aims by :-

- Explaining and demonstrating the behaviour we wish to see.
- Consistently encouraging and praising children in relation to the aims.
- Recognising and highlighting good behaviour as the norm.
- Telling parents about their children's work and behaviour.
- Ensuring that children enjoy their education through gaining success in appropriately matched activities

RULES

Behaviour rewards and sanctions

THE CROWLEES CODE OF CONDUCT

STOP, THINK, DO THE RIGHT THING

Are you showing....

Respect?

Responsibility?

Always show respect for....

1. ALL ADULTS

Manners, body language, following instructions

2.EACH OTHER

Manners, share, work quietly, think about others' feelings

3.OUR ENVIRONMENT AND RESOURCES

Walk in school, take care of things

4.LEARNING

Try your best in all lessons

Remember YOU are responsible for YOUR behaviour AND the consequences

Rewards:

From Year 1 the children are split into 4 houses Jackdaw, Magpie, Jay and Raven
Points are given for demonstrating the Crowlees Code of Conduct.

- Points collected on chart using colour stickers according to each house
- Points are counted up for each house at end of each half term.
- Totals will be displayed in the hall on the House Points Board
- Treats arranged for the winning house on the last week: e.g. non-uniform day/cinema day/games afternoon/Pennine sports day

Example additional rewards

- Verbal praise
- Daily stickers on jumpers
- Postcards home
- Golden Assembly award
- Writer of the term award
- Star of the week
- Star of the day
- Fancy dress/non uniform days for winning classes/groups

Consequences

- C1. Verbal warning
- C2. Name on board
- C3. Reflection time in another class
- C4. Time out- rule reminder (playtime/lunchtime)
- C5. Child writes letter home to parents, meeting with Mrs Woods

A record of consequences is kept by the class teacher and collected by the head teacher at the end of each half term. If a child is persistently getting low-level consequences – the head teacher will follow this up, and parents may be notified if appropriate.

If, after a sustained period of time, the system above is not having a positive effect in altering the pupil's behaviour, or there has been a serious breach of the school's behaviour policy and/or allowing the pupil to remain in school would seriously harm the education or welfare of the student or others- the Head teacher may decide to implement internal exclusions where a pupil will work in school –in isolation- with appropriate 1:1 support.

If significant positive steps are not made with the pupil behaviour- the HT will need to consider either a managed move, a fixed term or permanent exclusion. (see exclusion policy)

IMPLEMENTING THE POSITIVE BEHAVIOUR POLICY

Positive encouragement - by making it clear to children what we would like, rather than what we would not. We should establish clear expectations and give positive feedback. Every effort should be made to maximize the positive and minimize the negative.

Positive rewards – examples include: house points, certificates, stickers, positive vocal and written comments on work, positive feedback, pupil of the week/star of the day, writer of the term, golden assemblies, postcards home

Special arrangements - targets for children to work towards that have been clearly agreed between child and teacher, progress charts, feedback sessions with individual pupils.

Involving the headteacher - by sending children to the Head when they have worked/behaved well.

Giving the child a chance to succeed - by deliberately setting up learning and social situations whereby the child will achieve success.

Looking for good - look for chances to praise children rather than seize upon opportunities to criticize.

Good publicity - when possible utilize opportunities such as showing assemblies, good news board, school assemblies to highlight children's efforts.

Talent and ability - most children can succeed in something. Give them the opportunity to do so.

Establishing good relationships - try to "get to know" the child and probe below the surface. It may be possible to do this informally by asking the child to help you when other children are not around.

Encourage self-control - children need to learn over a period of time that they are responsible for their own actions. Children need sensitive help and encouragement in working toward methods of self-control.

Teach social and inter-personal skills - some children require a great deal of help in developing such skills in order to acquire appropriate relationships with adults and peers.

Emotional support for children - be available to listen. Help the child to put his/her emotions into words and discuss them with you. Provide warmth and acceptance. Emotional regulation feelings chart – age appropriate in each class to encourage children to express feelings and to learn strategies to deal with them

Involve parents positively - gain parents' agreement for them to reinforce, what takes place in school with praise, privileges. If necessary attempt to change parental expectations and attitudes where children are being over-criticised. Feedback pupil progress to parents regularly.

Use social engineering - place the child with a particular pupil to act as a model and/or friend. Have each one record the positive achievements of the other.

Match the task to ability - make sure expectations are reasonable and that the child is neither bored by being under-stretched nor over-faced by a task which is too difficult.

Teach through existing interests - by getting to know the child it may be possible to promote learning by exploiting a particular interest.

Use confrontation avoidance tactics - Defuse crisis situations by avoiding over-reaction while still maintaining authority. There are considerable skills in being assertive without being aggressive and in communicating warmth as well as authority. This tactic of a warm but dominant and unflustered teaching style is usually the most effective.

Improve the child's self-esteem - arrange for some acceptance and approval from adults and peers who are significant to the child. Self-confidence comes from feelings of competence, mastery and achievement. If a child is not experiencing such feelings, arrange, if possible, for this to occur.

Loss of privilege - It may be necessary, from time to time, to prevent children from participating in non-curricular activities. The most obvious example is the loss of playtime.

Liaison with parents - when poor behaviour is persistent, parents should be involved. They should be notified and involved with the teacher in applying sanctions and monitoring behaviour at home. **The Head teacher must be informed when parents are being notified.**

Placing a child on report - when necessary, parents can be notified in a book of their child's progress on a daily basis. The book is signed by a parent at home on an evening, and brought back to school each day by the child.

Children with specific difficulties/needs- may need additional support programmes tailored to their individual needs e.g. positive handling plan, sticker charts. See Equality policy.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils, within reason, for misbehaving outside of the school premises. Any non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, will incur a sanction from the school proportionate to the offence and subject to the behaviour policy.

This includes:

- Any misbehaviour when the pupil is taking part in any school-organised or school-related activity
- Any misbehaviour when travelling to or from school or when wearing school uniform or in some other way identifiable as a pupil at the school.
- Any misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In years 5 and 6 parents will be given the option to sign a permission slip for their child to walk to and from school without an adult. The pupil must sign to say that they understand and agree to abide by the school rules whilst doing so. If this is breached, then the privilege to do so could be removed.

Conclusion

In applying any of the above sanctions, always give the child a way out so that he/she knows and understands how to avoid sanctions in the future. None of the above should be applied vindictively or for unreasonable periods of time

OTHER RELATED POLICIES:

Policy on care and control and the use of force

Zero tolerance on abusive and threatening behaviour on and around the school premises

Policy on Anti-bullying

Policy on dealing with allegations of abuse against teachers and other staff

Equality Policy

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